School Improvement Plan Scoring Rubric

School Name _____ Date _____

	CRITERIA	EXCEEDS THE CRITERIA (3)	MEETS THE CRITERIA (2)	DOES NOT MEET THE CRITERIA (1)
SELF-EVALUATION	**1. Student, teacher, and community demographics are described**	*The School Improvement Plan includes demographic information about students, teachers, and the community and changes over time are described and analyzed	*The School Improvement Plan includes demographic information about students, teachers, <u>and</u> the community	*The School Improvement Plan contains no or incomplete demographic information about students, teachers, and the community
	2. Current data on student performance is included	*The self-evaluation includes data on student performance on state and local assessments for the past three years with an analysis of current student performance in content strands and performance over time	*The self-evaluation includes data on student performance on state and local assessments for the past three years	*No student data is included or the self-evaluation includes only current student performance data
	3. Student behavior data is included	*Attendance, dropout, and discipline data are included and an analysis with conclusions is provided	*Attendance, dropout, <u>and</u> discipline data are included	*No student behavior data is included or student behavior data is limited to attendance, dropout, <u>or</u> discipline
	4. Data on student access to and utilization of educational opportunities is included	*Educational opportunities available to students are listed, participation data is provided, and an analysis of the impact on student achievement is included where appropriate	*Educational opportunities available to students are listed and participation data is provided	*No data on student access to and utilization of educational opportunities is included
	5. Data on performance, behavior, and access to educational opportunities of subgroup populations is included	*Data on student performance, behavior, utilization of educational opportunities is disaggregated and an analysis comparing data of subgroup populations is included	*Data on student performance, behavior, <u>and</u> utilization of educational opportunities is disaggregated	*No subgroup population data is included or disaggregated data is limited to student performance, behavior, <u>or</u> utilization of educational opportunities
	6. An evaluation of the effectiveness of the previous school improvement plan is included	*An evaluation of the previous school improvement plan is included that identifies the impact of strategies on student performance and resulting information is used in the formation of new goals	*An evaluation of the previous school improvement plan is included that identifies the impact of strategies on student performance	*The school improvement plan contains no evaluation of the previous SIP or is limited to a report of activities completed during the previous school improvement plan

School Improvement Plan Scoring Rubric

School Name _____ Date _____

	CRITERIA	EXCEEDS THE CRITERIA (3)	MEETS THE CRITERIA (2)	DOES NOT MEET THE CRITERIA (1)
ACTION PLANNING	**1. Activities provide a logical path to goal attainment by addressing identified needs**	*Activities are clearly described and address needs identified by the data, includes demonstrably effective practices, and includes a rationale describing how the activities support attainment of the goal(s)	*Activities are clearly described and address the needs identified by the data	*Activities do not clearly address needs identified by the data or are not clearly described
	2. A timeframe for completion of each component of the action plan is included	*Each activity has a specific timeframe for completion and all activities can be completed within the scope of the regular school calendar or through the provision of additional time	*Each activity has a specific timeframe for completion	*The action plan has no timeframe or each activity has a broad timeframe for completion
	3. Personnel accountable for leading the implementation of each component of the action plan are identified	*There is a shared responsibility across the staff for completion of the components of the action plan. A specific person has been assigned responsibility to lead each component of the action plan and responsibilities assigned can completed within the scope of the regular school calendar or through the provision of additional time	*A specific person has been assigned responsibility to lead each component of the action plan and responsibilities assigned can be completed within the scope of the regular school calendar or through the provision of additional time	*Responsibility for leading each component of the action plan is assigned to generic groups (e.g., staff, site council, administrators)
	4. The action plan includes provisions for monitoring progress and a procedure for making mid-course adjustments	*Provisions for evaluation components of the action plan and a process for making mid-course adjustments as necessary are described and the personnel accountable for such monitoring are identified	*Provisions for evaluation components of the action plan and a process for making mid-course adjustments as necessary are described	*Provisions for evaluation components of the action plan and a process for making mid-course adjustments as necessary are unclear
	5. Adequate resource allocations required for each component of the action plan are included	*Resources necessary to carry out activities are described and specific estimates of time, fiscal resources, personnel, or other resources are included	*Resources necessary for carrying out activities are described, but specific estimates of time, fiscal resources, and personnel are not included	*Resources needed for implementation of components are incomplete or not clearly described
	6. The action plan includes provisions for short- and long-term professional development	*Plans for short- and long-term professional development are included and are based on data and includes specific content, providers, and resources *School improvement plan activities enrich and extend short- and long-term staff development activities outlined in the district improvement plan	*Plans for short- and long-term professional development are included *School improvement plan activities support the attainment of district goals	*Professional development activities are included in the action plan *There is little or no connection to the Consolidated District Improvement Plan

School Improvement Plan Scoring Rubric

School Name _____ **Date** _____

	CRITERIA	EXCEEDS THE CRITERIA (3)	MEETS THE CRITERIA (2)	DOES NOT MEET THE CRITERIA (1)
GOAL-SETTING	**1. Representatives from the demographic groups of the school population are invited to participate in the development of school goals and plans to achieve those goals**	*The improvement plan indicates that representatives from the demographic groups of the school population participated in the development of the goals and plans to achieve those goals	*The improvement plan indicates that representatives from the demographic groups of the school population were invited to participate in the development of the goals and plans to achieve these goals, but the plan does not address whether or not they participated	*The improvement plan does not address the participation of representatives of all demographic groups who participated in the development of school goals or plans to achieve those goals or indicates not all demographic groups were invited
	2. Improvement goal(s) address the most critical student needs	*Improvement goals address the needs of students as indicated by the data in the self-evaluation, including performance of subgroup populations, as well as goals for closing the achievement gap	*Improvement goals address the needs of students as indicated by the data in the self-evaluation, including performance of subgroup populations in the school	*Improvement goals do not address the needs of students as indicated by the data in the self-evaluation
	3. Goals are Specific, Measurable, Attainable, Realistic, and Time-related (SMART)	*Goals are SMART, realistically and strategically support improvement needs, project a reasonable date of attainment and demonstrate that data is used as the basis for establishing and evaluation the improvement target(s)	*Goals are SMART – they realistically and strategically support improvement needs and project a reasonable date of attainment	*Goals either are missing or appear to be random and/or unspecific
	4. School improvement goals align with the district goals of the Consolidated District Improvement Plan	*Goals of the school improvement plan are aligned with and support the goals of the district improvement plan	*Some, but not all goals of the school improvement plan are aligned with the goals of the district improvement plan	*None of the goals of the school improvement plan are aligned with the goals of the district improvement plan

School Improvement Plan Scoring Rubric

School Name _____ **Date** _____

	CRITERIA	EXCEEDS THE CRITERIA (3)	MEETS THE CRITERIA (2)	DOES NOT MEET THE CRITERIA (1)
SELF-EVALUATION	**1. Student, teacher, and community demographics are described**			
	2. Current data on student performance is included			
	3. Student behavior data is included			
	4. Data on student access to and utilization of educational opportunities is included			
	5. Data on performance, behavior, and access to educational opportunities of subgroup populations is included			
	6. An evaluation of the effectiveness of the previous school improvement plan is included			

School Improvement Plan Scoring Rubric

School Name _____ **Date** _____

	CRITERIA	EXCEEDS THE CRITERIA (3)	MEETS THE CRITERIA (2)	DOES NOT MEET THE CRITERIA (1)
ACTION PLANNING	**1. Activities provide a logical path to goal attainment by addressing identified needs**			
	2. A timeframe for completion of each component of the action plan is included			
	3. Personnel accountable for leading the implementation of each component of the action plan are identified			
	4. The action plan includes provisions for monitoring progress and a procedure for making mid-course adjustments			
	5. Adequate resource allocations required for each component of the action plan are included			
	6. The action plan includes provisions for short- and long-term professional development			

School Improvement Plan Scoring Rubric

School Name _____ **Date** _____

	CRITERIA	EXCEEDS THE CRITERIA (3)	MEETS THE CRITERIA (2)	DOES NOT MEET THE CRITERIA (1)
GOAL-SETTING	1. Representatives from the demographic groups of the school population are invited to participate in the development of school goals and plans to achieve those goals			
	2. Improvement goal(s) address the most critical student needs			
	3. Goals are Specific, Measurable, Attainable, Realistic, and Time-related (SMART)			
	4. School improvement goals align with the district goals of the Consolidated District Improvement Plan			

Accepted _____   **Returned for Modifications** _____   **Corrections** _____

Reviewed by _____ **Date** _____